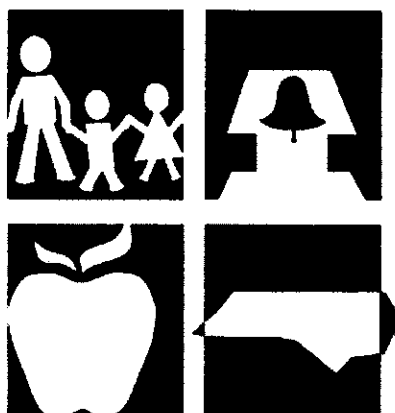


Graduate Teacher Education Programs

2003-04



GRADUATE TEACHER EDUCATION PROGRAMS

During the 2003-04 academic year 27 institutions offered programs leading to graduate level licensure. The institutions are:

Appalachian State University	Greensboro College	UNC-Chapel Hill
Campbell University	Lenoir Rhyne College	UNC - Charlotte
Catawba College	Meredith College	UNC - Greensboro
Duke University	NC A&T State University	UNC - Pembroke
East Carolina University	NC Central University	UNC - Wilmington
Elizabeth City State University	NC State University	Wake Forest University
Elon University	Pfeiffer University	Western Carolina University
Fayetteville State University	Queens University	Wingate University
Gardner-Webb University	Salem College	Winston-Salem State University

Graduate Teacher Education

In compliance with the Excellent Schools Act of 1997, institutions with graduate teacher education programs redesigned their programs leading to master's level licensure. The redesigned programs are based on standards and guidelines derived from research, reports of best practice, and nationally recognized models including the National Board for Professional Teaching Standards.

Experienced teachers, university faculty, and other practicing educators were involved in the redesign of the programs. The curricula focus on current trends and issues in education, teaching of reading and writing across the curriculum, meeting the needs of diverse students in inclusive classroom settings, using technology to enhance and support teaching and other professional activities, applying research findings to curriculum development and classroom instruction, developing peer leadership and mentoring skills, and diagnosing and prescribing instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Quality of Students Entering the Programs

Colleges and universities with approved teacher education programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote teacher education programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs and on-line courses designed to bring teacher education programs to prospective students.

Graduate Teacher Education Program Admission Requirements

Graduate teacher education program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Many require references; a number require a writing sample

(essay). Prospective students who do not hold an "A" (undergraduate) level teaching license in the proposed area of study may be required to complete additional undergraduate course work.

Table XII summarizes the Fall 2003 enrollment in graduate teacher education programs. This data was provided by the institution. **Table XIII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs.

Table XII: Enrollment in Graduate Teacher Education Programs, Fall 2003

	Full-Time				Part-Time			
	Graduate		Licensure-Only		Graduate		Licensure-Only	
	M	T	M	T	M	T	M	T
M=Minority, T=Total								
Appalachian State University	11	171	1	2	19	548		4
Campbell University			1	5			6	106
Catawba College					2	23		
Duke University	3	39			1	1		
East Carolina University	7	27			69	731	2	16
Elizabeth City State University					12	33		
Elon University					8	69	1	1
Fayetteville State University	29	51			109	205		
Gardner-Webb University					18	189		
Greensboro College					4	7		
Lenoir-Rhyne College		1			6	28	4	24
Meredith College					2	35		3
NC A&T State University	37	46	8	10	22	52	6	14
NC Central University	46	88	2	3	89	187	3	4
NC State University	18	99			55	416		
Pfeiffer University	4	15						
Queens University	3	49			4	68		
Salem College				1	2	32	11	84
UNC-Chapel Hill	37	248			28	165		4
UNC-Charlotte	26	159	1	3	69	412	1	7
UNC-Greensboro	40	494	2	48	16	271	1	71
UNC-Pembroke		3			17	269	1	2
UNC-Wilmington	1	42			7	123		
Wake Forest University	10	93						
Western Carolina University	5	167			3	352		
Wingate University					13	77		
Winston-Salem State University					20	30		
Totals	277	1,792	15	72	595	4,323	36	340

Table XIII: Admission Data Graduate Teacher Education Programs

	MAT	GRE	GPA
State Averages	149	1118	3.47
Appalachian State University	43	1210	3.31
Campbell University	41	1494	3.80
Catawba College			3.20
Duke University			3.63
East Carolina University	46	1349	3.17
Elizabeth City State University	34		3.68
Elon University	45	957	3.36
Fayetteville State University	38	1090	3.54
Gardner-Webb University	43	1436	3.29
Greensboro College	27	859	3.83
Lenoir-Rhyne College		1347	3.34
Meredith College	55	1179	3.87
NC A&T State University		930	3.77
NC Central University		843	3.66
NC State University			
Pfeiffer University	43	775	3.82
Queens University		1011	3.88
Salem College		1183	3.48
UNC-Chapel Hill	1,059		3.37
UNC-Charlotte	978	44	3.23
UNC-Greensboro	53	1023	3.38
UNC-Pembroke	42	1411	3.74
University of North Carolina at Wilmington	47	973	3.84
Wake Forest University		1523	3.47
Western Carolina University	47	1347	3.80
Wingate University	39	1265	3.00
Winston-Salem State University	25	1015	3.59

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

Graduate teacher education programs are designed to refine and extend the knowledge, skills, abilities, and dispositions of inservice teachers. To this end, students are required to complete defined programs of study which include courses in professional education, content pedagogy, and the academic discipline(s) the individual teaches. To a much greater extent than undergraduate teacher education programs, graduate teacher education programs focus on the application of research findings to curriculum development and classroom instruction, the development of peer leadership and mentoring skills, and the diagnosis and prescription of instruction that fosters student learning. It is expected that on-going clinical or field experiences link program faculty, students enrolled in the program, and master practitioners in the schools. The progress of students in completing program requirements is monitored and the competence of students is assessed throughout the program of study. Students are expected to develop a culminating "product of learning" and demonstrate competencies related to instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional growth and leadership.

Teachers are not required to take additional Praxis exams to upgrade their licenses from the "A" (bachelor's level) to the "M" (master's level) unless they are adding an area to the license. For this reason, most individuals completing graduate teacher education programs are not required to take Praxis exams.

Table XIV summarizes data provided by the institutions on the length of time taken by students to complete the graduate teacher education programs.

**Table XIV: Length of Time to Program Completion
(Graduate Students)**

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	6	19	14	3	1	6	8	4	12	12	37	20
Campbell University												
Catawba College												6
Duke University	12											
East Carolina University	5	67	29	44	21	41	3		11	13	12	49
Elizabeth City State University								1				
Elon University											5	12
Fayetteville State University			12				2	5	7			17
Gardner-Webb University								10	113	28		
Lenoir-Rhyne College												3
Meredith College												6
NC A&T State University	2	1	3			1		1	1			2
NC Central University	1	9	8	7	1	2		3	10	11	6	30
NC State University							6	8	8	4	6	20
Queens University		7	4	3					9	6	4	5
Salem College									10	4		
UNC-Chapel Hill		32		2		10	1	3	42	21	1	
UNC-Charlotte	2	53	31	8			4	40	54	19	10	1
UNC-Greensboro	7	17	26	16	9	16	2	4	7	9	4	40
UNC-Pembroke												
UNC-Wilmington	2	7	1	6	1	2	4	10	4	7	3	2
Wake Forest University	80	13										
Western Carolina University	13	7	1	1					2	29	20	8
Wingate University							1	3	1	1	3	
Winston-Salem State University												
Totals	130	232	129	90	33	78	31	92	291	164	111	221

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with graduate teacher education programs of individuals who have completed the programs and their employers, a survey was distributed to recent graduate program completers employed in the public schools of North Carolina and their principals. Respondents were asked to rate their satisfaction with the graduate teacher education program in general, and the impact of the graduate program on the teacher's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

On a 4.0 scale, the average ratings on each of the items by both program completers and their principals ranged from 3.57 to 3.78.

Table XV summarizes the results of the surveys of program completers and principals.

Table XV: Graduate Survey Results

Satisfaction C = Program Completer E =Employer	Number Responding		Overall Quality		Connecting Subject Matter		Research Base		Leadership Roles		Diverse Learners		Professional Development	
	c	e	c	e	c	e	c	e	c	e	c	e	c	e
Appalachian State University	69	67	3.66	3.73	3.55	3.71	3.54	3.73	3.53	3.63	3.54	3.69	3.54	3.70
Campbell University	7	8	3.43	3.86	3.71	3.71	3.43	3.86	3.71	3.57	3.71	3.57	3.71	3.88
Catawba College	3	3												
Duke University	2	2												
East Carolina University	77	79	3.65	3.63	3.66	3.57	3.61	3.53	3.51	3.47	3.57	3.52	3.70	3.65
Elizabeth City State University	8	14	3.38	3.64	3.13	3.71	3.38	3.71	3.43	3.71	3.13	3.64	3.50	3.86
Elon University	1													
Fayetteville State University	19	21	3.47	3.75	3.47	3.67	3.33	3.67	3.47	3.79	3.42	3.67	3.42	3.81
Gardner-Webb University	24	26	3.67	3.88	3.79	3.76	3.67	3.52	3.63	3.68	3.71	3.72	3.64	3.65
Meredith College	* 8	* 9	3.63	3.72	3.75	3.83	3.88	3.61	3.50	3.72	3.75	4.00	4.00	3.89
NC A&T State University	4	* 5		3.80		3.80		3.40		3.80		3.25		3.60
NC Central University	13	16	3.15	3.50	3.08	3.50	3.00	3.44	3.00	3.25	3.31	3.38	3.50	3.44
NC State University	34	36	3.61	3.74	3.64	3.65	3.61	3.50	3.58	3.40	3.58	3.44	3.71	3.56
Queens University	5	8	3.80	3.38	3.80	3.38	4.00	3.38	3.40	3.25	3.60	3.00	3.40	3.63
Salem College	10	11	4.00	3.90	4.00	3.78	4.00	3.78	4.00	3.50	4.00	3.78	4.00	3.64
UNC-Chapel Hill	59	39	3.58	3.82	3.56	3.69	3.49	3.62	3.56	3.39	3.53	3.64	3.66	3.51
UNC-Charlotte	75	58	3.60	3.77	3.61	3.73	3.56	3.78	3.72	3.57	3.47	3.60	3.63	3.78
UNC-Greensboro		4												
UNC-Pembroke	24	19	3.77	3.72	3.83	3.67	3.83	3.56	3.83	3.56	3.74	3.67	3.83	3.68
UNC-Wilmington	21	25	3.81	3.79	3.71	3.80	3.71	3.76	3.71	3.72	3.71	3.72	3.81	3.86
Wake Forest University	7	8	3.43	4.00	3.14	3.75	3.57	3.13	3.43	3.25	3.29	3.63	3.57	3.63
Western Carolina University	26	23	3.68	3.70	3.76	3.70	3.84	3.48	3.80	3.45	3.50	3.57	3.77	3.65
Wingate University	5	4	3.80		3.80		3.80		3.80		3.80		3.80	
Winston-Salem State University	2	5		3.60		3.60		3.60		3.60		3.60		3.80
Grand Totals														
State Averages														
499 484														
3.63 3.73 3.64 3.73 3.61 3.66 3.61 3.58 3.57 3.66 3.71 3.78														

* Less than five surveys received last year. Last year's survey results have been added to the current year.

REWARDS AND SANCTIONS

Graduate Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Graduate teacher education programs must:

- (a) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.

A graduate teacher education program shall be designated as "Low Performing" if:

- (a) It does not meet this criterion twice in three years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the State Evaluation Committee on Teacher Education, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; i.e., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

SURVEYS OF PROGRAM COMPLETERS AND PRINCIPALS

GRADUATE PERFORMANCE REPORT

Graduate Student Survey

X X X X X X X X X X X X X X X

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←

In the "ID Number" block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

QUESTIONS 1- 6

Please use the following scale to answer questions 1-6:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

1. I am satisfied with the quality of my graduate program. →

* * * * *

As a result of my graduate program, I am better able to:

- 2. connect subject matter and learner's needs. →
- 3. implement research-based approaches in the classroom. →
- 4. assume leadership roles in the school and profession. →
- 5. facilitate learning for diverse students. →
- 6. engage in continuous professional development. →

* * * * *

7. I am (indicate A, B, C, or D on this line): →

- A) a North Carolina public school teacher.
- B) a North Carolina private school teacher.
- C) teaching in a school outside the State of North Carolina.
- D) not currently teaching.

QUESTION 7

Please indicate your employment status.

QUESTIONS 8 - 9

Please write in the grade level and subject you are teaching.

8. Grade Level _____

9. Subject _____

GRADUATE PERFORMANCE REPORT

Employer Survey

X X X X X X X X X X X X X X X X

←

←

←

In the "ID Number" block to the left, use the enclosed list of college and university ID numbers to fill in the four-digit code for the college or university from which you graduated.

Lowest rating

(D)

(C)

(B)

Highest rating

(A)

QUESTIONS 1-6

Please use the following scale to answer questions 1-6:

- (A) Strongly Agree
- (B) Agree
- (C) Disagree
- (D) Strongly Disagree

1. I am satisfied with the quality of this individual's graduate program. →

* * * * *

As a result of his/her graduate program, this teacher is better able to:

- 2. connect subject matter and learner's needs. →
- 3. implement research-based approaches in the classroom. →
- 4. assume leadership roles in the school and profession. →
- 5. facilitate learning for diverse students. →
- 6. engage in continuous professional development. →

* * * * *

7. He/She is (indicate A, B, C, or D on this line): →

- A) a North Carolina public school teacher.
- B) a North Carolina private school teacher.
- C) teaching in a school outside the State of North Carolina.
- D) not currently teaching.

QUESTION 7

Please indicate the individual's employment status.

QUESTIONS 8 - 9

Please write in the grade level and subject the individual is teaching.

8. Grade Level _____

9. Subject _____